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ABSTRACT

This guide is intended to aid Maryland educators in using Project LIFE (Library Information Functional Exchange), an information retrieval system designed to strengthen the resource base of the State Media Services Center, to support school library personnel by providing access to pertinent information which is not available in local resources, and to provide opportunities for Maryland educators to know about new educational programs, practices, and products available both locally and nationally. The workings of the system, including its information request and delivery procedures, product distribution and duplication methods, additional services, and resources are identified. Appendices contain a glossary, Project LIFE forms, a listing of Project LIFE linkers, a list of DIALOG databases, a list of periodicals held by the State Media Services Center, and ERIC information. (FM)

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Project LIFE (Library Information Functional Exchange)

Policy Handbook

Maryland State Department of Education
Division of Library Development & Services
State Media Services Center/Project LIFE
April 1980

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

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Introduction

Project LIFE (Library Information Functional Exchange) is an information retrieval system designed to assist Maryland educators in solving a variety of school improvement problems by linking them to information beyond their local resources. The project is funded by the National Institute of Education as part of their program to encourage the use of research based information.

In the 1960's this same concern resulted in the funding and creation of the ERIC (Educational Resources Information Center) system. However, the creation of an information file, tools for retrieval and microfiche documents for easier delivery proved not to be enough to insure its use. This was true not only for ERIC but also other research based products and programs. A partial solution to this problem resulted in the funding of dissemination projects managed by State Education Agencies/State Departments of Education.

Project LIFE seeks to support information needs of Maryland educators by:

1) Strengthening the resource base of the State Media Services Center.

2) Supporting the existing role of school library media personnel by providing access to pertinent information which is not available in local resources. School library media supervisors in each county, or a designee, will constitute the official link between the project's services and local educators. Individual schools will be linked to Project LIFE services via the school library media specialist.

3) Providing opportunities for Maryland educators to know about new educational programs, practices, and products available both locally and nationally.

I. How It Works

The ultimate objective of the project is to provide information that will impact on school system program planning. For example, a local system may be searching for an effective reading program for secondary level students reading below grade level. Another example might be a local task force studying inservice education for paraprofessionals working with handicapped students. The request for information would begin with a search of the local resources. If local resources cannot provide sufficient information, the request is then referred to Project LIFE staff.

When the request is received by Project LIFE, via the search negotiation form, it is translated into appropriate descriptors for a search of the databases included in the Lockheed/Dialog files (See Appendix E for a list of databases.) Additional information is sought through the examination of such standard sources as the Center's card catalog, audiovisual catalog, resource file, and a file of searches previously compiled. Contact is also made with Research for Better Schools, various external information networks, and staff specialists within the Maryland State Department of Education.

If relevant information is to be provided, it is necessary to have feedback from the client. Therefore, after the information has been delivered, an evaluation form will follow to determine how well the information met the client's need.

II. Submitting Requests for Information

It will be the responsibility for the LEA linker to insure that the following requirements have been met:

1) A preliminary search of local resources has been completed, and it has been determined that additional information is needed.

2) The request is related to system level school improvement efforts.

3) The request allows for a minimum of two weeks delivery.

The LEA linker will complete a search negotiation form with help from the client. Once the form is filled out, the linker mails it to:

Maryland State Department of Education
State Media Services Center/Project LIFE
200 West Baltimore Street
Baltimore, Maryland 21201

III. Delivery of Information

All information is sent directly to the LEA linker who must then notify the client.

Formats of information may include:

1) bibliographies

2) journal articles

3) microfiche

4) computer printouts.

Limited reproduction services provided include:

1) maximum twenty (20) microfiche

2) maximum five (5) journal articles not to exceed 50 pages.

IV. Additional Services

In addition to responding to specific requests, the following products will be periodically compiled and distributed:

1) Project LIFE information products*

   a) selected bibliographies on topics of local and national interest
   b) information packets
   c) newsletter - LIFELINES

2) State Media Services Center Journal Highlights (contains titles of articles in current education journals available in the State Media Services Center)

3) State Media Services Center Curriculum Materials List (new acquisitions to the curriculum collection).

V. Product Distribution and Duplication

When a State Media Services Center/Project LIFE product is completed, one copy will be disseminated as follows:

Information Packet

1) LEA linkers

2) SDE linkers

3) Maryland Institutions of Higher Education with Teacher Education Programs

4) Directors of Teacher Centers/Teacher Corps

Topical Bibliographies

1) LEA linkers

2) SDE linkers

*Project LIFE information products will be prepared, as time permits, on topics of current, local, and national concerns. These topics will be determined on the basis of group consensus and/or frequency of requests by a broad range of educators.

3) Maryland Institutions of Higher Education with Teacher Education Programs

4) Directors of Maryland Teacher Center/Teacher Corps

Curriculum Materials List

1) LEA linkers

2) LEA Directors of Instruction/Curriculum

3) Maryland Public and Nonpublic Schools

4) Maryland Institutions of Higher Education with Teacher Education Programs

5) Enoch Pratt Free Library - Serials Unit

Journal Highlights

1) LEA linkers

2) MSDE staff upon request

3) Enoch Pratt Free Library - Serials Unit and Government Reference

LIFELINES

1) LEA linkers

2) SDE linkers

3) Maryland Institutions of Higher Education with Teacher Education Programs

4) Project Basic facilitators/coordinators

5) Directors of Maryland Teacher Centers/Teacher Corps

6) Enoch Pratt Free Library - Serials Unit and Government Reference.

It will be the responsibility of the LEA linker to share the information with central office staff and school library media specialists. It is anticipated that school library media specialists will share the information with appropriate faculty.

It will be the responsibility of the SDE linker to share the information within their respective divisions and with appropriate LEA contacts.

Requests for copies in excess of this quantity should be handled by the local education agency. Some materials may be protected by copyright legislation, and it is the responsibility of the local education agency to obtain proper permission to duplicate in those instances.

VI. Resources

The resources referred to in this section reflect the core collection project staff will use to gather information in response to requests or in the generation of Project LIFE products.

State Media Services Center Collection

Resources in Education (RIE)

This monthly abstract journal announces literature related to the field of education. RIE consists of resumes and indexes. The resume describes each document and abstracts its content. Resumes are numbered sequentially in the "Document Section" by accession numbers with an ED (ERIC Document) prefix. Access to the resumes is provided by subject, author, institution, and publication type. The vocabulary authority for the subject index is the Thesaurus of ERIC Descriptors. The State Media Services Center collection of RIE is complete from 1968 to the present.

Current Index to Journals in Education (CIJE)

This monthly index to journal literature covers articles published in approximately 775 major education and education-related periodicals. Resumes are numbered sequentially in the "Main Entry Section" by accession numbers with an EJ (ERIC Journal) prefix. Access to the literature is provided by subject, author, and journal contents index. Brief annotations are included in the resumes where title and descriptors are not self explanatory. The vocabulary authority for the subject index is the Thesaurus of ERIC Descriptors. State Media Services Center collection is complete for the last five years.

Education Index

This is a monthly (except July and August) cummulative index to education literature. Primarily an index to journal literature, it also includes yearbooks, monographs, and book reviews. Access is alphabetically by subject and author. State Media Services Center collection is complete for the last five years.

Library Literature

This is a bimonthly author and subject index to library and information science materials which include periodicals, books, pamphlets, films, filmstrips, microfilms/microcards not available in print form, and library school theses and research papers. State Media Services Center collection is complete from 1961 to the present.

Online Access of Lockheed DIALOG

DIALOG is a computerized retrieval system of databases covering subject areas in Science, Technology, Engineering, Social Sciences, Education, and Business/Economics. All databases are regularly updated to include the most recent information. Updates vary with individual databases.

ERIC Microfiche Collection

The collection consists of reports, curriculum materials, resource guides, conference papers, and speeches in the field of education. It contains all RIE entries which are available from EDRS (ERIC Document Reproduction Service). The State Media Services Center has the complete ERIC collection.

Curriculum Materials Collection

The curriculum materials collection includes materials developed by local and state education agencies in the United States. Curriculum materials lists are prepared periodically and distributed throughout the state. This collection is available for loan on a monthly basis from the State Media Services Center to Maryland educators.

Audiovisual Collection

This collection consists of films, filmstrips, audiocassettes, slides and videocassettes with emphasis on inservice materials. An annotated catalog of this collection is distributed throughout the state. This collection is available for loan from the State Media Services Center.

Periodicals Collection

The State Media Services Center subscribes to approximately 450 major education and education-related journals and newsletters. Due to space limitations, all periodicals are kept for five years except for the library journals which are kept for ten years. Periodicals are made available within the guidelines for copyright legislation. A list of periodicals is given in Appendix D.

Book Collection

The book collection is primarily for the use of Maryland State Department of Education staff and as such, loan privileges are limited to administrators and supervisors. The collection covers all areas of education including a reference section of Maryland State Department of Education publications, Laws of Maryland, and the Annotated Code of Maryland.

External Resources

In addition to resources within the state agency, a variety of external resources are available to Project LIFE staff. They include:

Educational Research Service (ERS)

A nonprofit agency was established in 1973 to serve the needs of practicing school administrators and policy making bodies for objective, reliable, and timely research and information. ERS provides an on-call information service, special studies and reports and a monthly newsletter to subscribing agencies.

ERIC Clearinghouse

There are sixteen clearinghouses across the country, each responsible for a major area of the field of education. Clearinghouses acquire, select, catalog, abstract, and index these materials in RIE. They also produce annotated bibliographies dealing with high interest topics and information analysis products. (For a list of Clearinghouses, see Appendix F.)

Maryland State Library Network

This network was established by state legislation in 1971 when the Enoch Pratt Free Library in Baltimore was designated to serve as the State Library Resource Center. Three Regional Resource Centers were created to supplement the state resources and services. This network provides a system to obtain for any Maryland resident, materials that the local library may not have, with the additional convenience of returning borrowed material to any public library in the state.

National Diffusion Network (NDN)

A nationwide system which was established to help education systems improve their education programs through the adoption of existing, validated, exemplary education projects. This system is managed by a State Facilitator. In Maryland, the State Facilitator is:

Dr. Raymond H. Hartjen, Maryland Facilitator Project
Educational Alternatives Inc., P.O. Box 265
Port Tobacco, Maryland 20677
301/934-2998

RDx Regional Laboratories

The RDx is a consortium of eight regional educational laboratories. The goal of the RDx is to create an exchange of information between researchers and practitioners. The practitioners relay their information needs to researchers for use in planning their research programs. The researcher is then responsible for communicating the results of that work back to the educational practitioners. Information about pertinent materials produced by the RDx will be disseminated in Project LIFE products and/or as part of information gathered in response to requests.

Appendix A

Glossary

abstract -

A summary or description of the contents of a document or journal article. Often includes subject, content, method, findings or evaluation of material presented. Varies in length but usually does not exceed 200 words.

annotation -

A brief statement of the contents of a journal article, book or other information document. Usually not as detailed as an abstract.

CIJE - Current Index to Journals in Education -

Monthly index to journals in education.

citations -

The number of documents identified in a computer search on a specific topic.

computer printout - (printout) -

A multi-subject bibliography which is generated with the help of a computer.

database -

A collection of information within a specific area which has been systematized and standardized to make it possible to put the information in machine readable form and retrieve that information via interaction with a computer. It may be thought of as a library of information which, instead of existing as shelves of materials and a card catalog, exists as a machine readable information and a computer retrieval program.

descriptor -

One of a limited set of subject terms used to characterize documents in a particular kind of collection. (e.g. ERIC descriptor, one of the subject terms from the Thesaurus of ERIC Descriptors.)

DIALOG -

The computerized information retrieval system operated by Lockheed Information Systems in Palo Alto, California, through which Project LIFE staff retrieves document citations. (See Appendix E.)

dissemination -

A knowledge-transfer process which may consist of four levels of activities (as defined by the Dissemination Analysis Group - DAG):

Level 1: Spread: The one-way casting out of knowledge in all its forms - information, products, ideas, and materials, "as though sowing seeds".

Level 2: Exchange: The two-way or multi-way flow of information products, ideas, and materials as to needs, problems, and potential solutions.

Level 3: Choice: The facilitation of rational consideration and selection among those ideas, materials, and outcomes of research and development, effective educational practices, and other knowledge that can be used for the improvement of education.

Level 4: Implementation: The facilitation of adoption, installation, and the ongoing utilization of improvements.

ED - ERIC Document -

Prefix used with accession numbers to identify documents announced in RIE.

EDRS - ERIC Document Reproduction Service -

Non-profit organization which reproduces ERIC documents indexed in RIE in both microfiche and paper copy format.

EDRS
P.O. Box 190
Arlington, Virginia 22210
703/841-1212

EJ - ERIC Journal -

Prefix used with accession numbers to identify journals indexed in CIJE.

ERIC - Educational Resources Information Center -

A decentralized nationwide network, sponsored by the National Institute of Education (NIE), designed to collect educational documents and make them available to educators. The network consists of sixteen clearinghouses and three commercial contractors.

HC - Hardcopy (see PC)

identifiers -

The names of very specific phenomena, such as organizations, geographic locations, conferences, legislation, etc., which describe the contents of a document, not the source of a document.

information packet -

A product created by Project LIFE staff in cooperation with appropriate content specialists. It consists of a collection of information documents and bibliographies on a current education concern.

LEA - Local Education Agency -

A synonym for the twenty-three county and Baltimore City Public School Systems in Maryland.

LIFELINES -

A periodic newsletter published by Project LIFE.

linker -

The person designated as the interface between the client and the information service. In other words, that person selected to request information from Project LIFE which will assist local educators in making informed decisions. Project LIFE linkers are the School Library Media Supervisor and/or designee and State Department of Education field specialists representing each division. (See Appendix C.)

MF - Microfiche -

A 4" x 6" card of film on which 60 to 98 pages of text have been photographed in reduced form. Special equipment (microfiche reader) is necessary to read material in this format. A microfiche reader/printer will covert the microfiche to paper copy. It is the format of most of the materials announced in RIE.

NDN - National Diffusion Network -

A federally funded network established to help local school districts select and adopt effective educational programs.

PC - Paper Copy (formerly HC) -

The alternate format of materials announced in RIE which are available from EDRS.

R&D Outcome -

The result of the R&D process; it may be a product, a model, a policy finding, a research result, or an effect; what sets R&D outcomes apart from other knowledge is that they are tested in the field with the relevant population and then adjusted accordingly.

R&D Product -

A tangible, transportable, self-contained outcome of the R&D process, involving a sequence of activities in which research findings or relevant theory are translated into usable programs or materials. The translation is then subject to evaluation and revision to ensure that the product meets the needs for which it was designed.

R&D Resource -

Material resources include organizations and information products; human resources include personnel who produce, are knowledgeable about, or disseminate useful R&D outcomes. Both material and human resources reflect the approach of systematic, disciplined inquiry to educational problem-solving.

RBS - Research for Better Schools -

The Regional Laboratory, located in Philadelphia, which serves Delaware, New Jersey, and Pennsylvania educators. The activities of this laboratory include the design of new instructional practices, the development of materials to help schools use those practices, and dissemination of the results of RBS research. The Regional Exchange (Rx) section of RBS serves the needs of Maryland educators.

RDx - Research and Development Exchange -

A consortium of eight regional educational laboratories and one R&D Center. The primary goal of the RDx is to support state dissemination and school improvement efforts by providing valid and relevant information, technical assistance, and training. The RDx also serves as a link between research and practice.

RIE - Resources in Education -

Monthly abstract journal of materials related to the field of education.

retrieval -

The process of searching and recovering desired information from a collection of documents or other graphic records.

SEA - State Education Agency -

In Maryland the State Education Agency consists of a State Board of Education and a State Superintendent of Schools, who with the staff under his executive direction, comprise the State Department of Education.

search negotiation -

The process of identifying, defining, and analyzing the specific problem and information need(s) of the client.

Appendix B

Project LIFE Forms

MARYLAND STATE DEPARTMENT OF EDUCATION
State Media Services Center-Project LIFE

Search # (for LEA use) _____

SEARCH NEGOTIATION FORM

NAME/TITLE/PHONE NO.	NAME OF LEA/SDE LINKER

NAME OF SCHOOL/INSTITUTION AND ADDRESS

DATE REQUESTED	DATE NEEDED	NAME/TITLE/PHONE NO. OF INDIVIDUAL NEGOTIATING SEARCH

NOTE LOCAL RESOURCES THAT WERE CHECKED: _____

SEARCH TITLE:

STATE BRIEFLY THE PROBLEM FOR WHICH YOU ARE SEEKING INFORMATION:

LIST KEY WORDS/TERMS/OR PHRASES WHICH DESCRIBE YOUR TOPIC (Please use Thesaurus):

PROVIDE, IF APPLICABLE, SPECIFIC GRADE LEVELS (preschool, elementary, secondary, post-secondary) AND TIME SPAN (last two years, current year only, 1975-current, historical):

CITE A PERSON (author), INSTITUTION OR SPECIFIC WORK RELATING TO THIS SUBJECT AREA, IF KNOWN: (Specify if this is to be searched or if given only to assist in locating sources.)

NOTE HOW MATERIAL IS TO BE USED (to assist in search):

-PROJECT LIFE USE-

SEARCH NO.	DATE SEARCHED	DATE PRINTS REC'D	DATE SCREENED	DATE SEARCH SENT OUT

SEARCH STRATEGY (Descriptors)

CONCEPT 1	CONCEPT 2	CONCEPT 3

FILES SEARCHED:

- ☐ ERIC (CIJE/RIE) (1)
- ☐ AIM/ARM (9)
- ☐ NICEM/NIMIS (70)
- ☐ Psy.Ab. (11)
- ☐ Ex CA (54)
- ☐ CDI (35)
- ☐ SCI Search (34)(94)
- ☐ Soc. Abs. (37)
- ☐ Other _____

MARYLAND STATE DEPARTMENT OF EDUCATION
State Media Services Center-Project LIFE

Search#

SEARCH EVALUATION FORM

NAME OF CLIENT	NAME OF LEA/SDE LINKER

NAME OF SCHOOL/INSTITUTION AND ADDRESS

DATE REQUESTED	DATE RECEIVED	NAME OF INDIVIDUAL NEGOTIATING SEARCH

SEARCH TITLE

INSTRUCTIONS: Check appropriate alternative(s) for each question below, and return at your earliest convenience. (Address is on the back.)

1. YOU ARE: 1 ☐ first time user 2 ☐ repeat user

2. THE SEARCH ARRIVED: 1 ☐ earlier than expected 2 ☐ on time for your purposes
3 ☐ late but still useful 4 ☐ too late

3. THE SEARCH RESPONSE WAS: 1 ☐ appropriate 2 ☐ inappropriate 3 ☐ too narrow
4 ☐ too broad 5 ☐ not enough

Explain:

4. FROM THE SEARCH BIBLIOGRAPHY YOU INTEND TO REQUEST:
1 ☐ documents on microfiche 2 ☐ documents in hardcopy
3 ☐ journal article(s) 4 ☐ no material

5. THE PROBLEM(S) YOU HAD IN USING THIS SEARCH SERVICE WAS/WERE:
1 ☐ no problem 2 ☐ explaining and clarifying the topic
3 ☐ understanding the search printout 4 ☐ locating the documents/articles cited in the printout
5 ☐ other _____

6. IF THIS SERVICE WERE NOT AVAILABLE, HOW MUCH OF THE SEARCHING WOULD YOU HAVE DONE?
1 ☐ all 2 ☐ most 3 ☐ some 4 ☐ none

7. COMPARED TO THE SEARCH RECEIVED FROM PROJECT LIFE, YOUR OWN SEARCH FOR THIS INFORMATION WOULD HAVE BEEN:
1 ☐ better 2 ☐ equal 3 ☐ not as complete

8. AFTER RECEIVING THE PROJECT LIFE MATERIAL, HOW WILL IT ACTUALLY BE USED?
1 ☐ classroom improvement 2 ☐ research
3 ☐ curriculum design 4 ☐ administrative decisions
5 ☐ other (please explain) _____

9. WHAT GENERAL COMMENTS, CRITICISMS, SUGGESTIONS, ETC. CAN YOU OFFER ABOUT THIS SERVICE?

Search # (for LEA use)

MARYLAND STATE DEPARTMENT OF EDUCATION
State Media Services Center-Project LIFE

MATERIALS REQUEST FORM

NAME OF CLIENT	NAME OF LEA LINKER/COUNTY

NAME OF SCHOOL/INSTITUTION AND ADDRESS

DATE REQUESTED	DATE NEEDED	NAME OF INDIVIDUAL NEGOTIATING SEARCH

SEARCH TITLE

ERIC Documents
(Limit of 20 microfiche per request)

ED Numbers:					

JOURNAL ARTICLES - Write titles and other information in abbreviated, legible form (limit of 5 articles not to exceed 50 pages per request)

Journal/Month/Year/Volume/Number/Author/Title/Page No.

Appendix C

Project LIFE Linkers

LEA LINKERS

Allegany County
Edgar W. Reynolds
729-8950

Anne Arundel County
Zola Crull
Vera Holt
224-1676

Baltimore City
Elaine Via
396-1550

Baltimore County
Frances O. Fleming
494-4035
Willard A. Strack
494-4290

Calvert County
Anne Jones
535-1700

Caroline County
Jane Burt
673-7822

Carroll County
Sabra C. Kittner
857-5090

Cecil County
Eva Addis
398-0400

Charles County
Elwood Leviner
375-8300

Dorchester County
Mrs. Ann Moore
228-9224

Frederick County
Darl Hinkle
694-1359

Garrett County
Albert R. Ringer
334-8121

Harford County
Mary Ellen Kennedy
838-7300, ext. 329

Howard County
H. Thomas Walker, Jr.
531-5744, ext. 276

Kent County
Robert J. Eckert
778-1595

Montgomery County
Karen Dowling
279-3241

Prince George's County
Dr. Edward W. Barth
773-9790
Joyce Meucci
773-9790, ext. 32

Queen Anne's County
Christine Dunn
758-0724

St. Mary's County
Eleanor Ripple
475-5511

Somerset County
Robert Zahn
651-0480

Talbot County
Frederick Distler
822-0330

Washington County
Phyllis Hill
791-4173

Wicomico County
Karyn R. Meadows
742-5128

Worcester County
Janice Ward
632-2570

SDE LINKERS

Dr. James Gillespie, Coordinator
Interagency Committee on School Construction
Office of the Superintendent

Mr. Joseph Morton
Administrator
Project Basic
Office of the Superintendent

Mr. Eugene P. Adcock
Program Analyst ESEA, Title IV
Division of Compensatory, Urban, and Supplementary Programs

Ms. Maxine Beady
Specialist in Volunteers
Division of Instruction

Mr. Dan Moss
Specialist in Instructional Management
Division of Instruction

Mr. Robert Gunther
Specialist in Curriculum Development
Division of Instructional Television

Dr. Nancy Pinson
Specialist in Research and Development
Division of Vocational-Technical Education

Dr. Leonard D. Garlick
Consultant in Systems and Development
Office of Administration

Mrs. Consuelo Anderson
Curriculum and Materials Specialist
Division of Special Education

Dr. Carl N. Schroeder
Consultant in Teacher Education
Division of Certification and Accreditation

Mrs. Elsie Lawson
Specialist, Staff Development
Division of Library Development and Services

Appendix D

State Media Services Center/Project LIFE
Periodical Collection

Maryland State Department of Education

Media Services Center

The titles on this list represent the serials currently received in the Center. These titles are retained in the Center for five (5) years.

AACTE Bulletin (American Association for Colleges of Teacher Education)
ACCI Newsletter (American Council on Consumer Interests)
AEC Newsletter (Adult Education Clearinghouse)
AHEA's Washington Dateline (American Home Economic Association)
AJOT (American Journal of Occupational Therapy)
ASBO - Md. D.C. (Association of School Business Officials of Maryland and the District of Columbia)
ASBO Newsletter
ASCD News Exchange (Association for Supervision and Curriculum Development)
Accounting Review
Action in Teacher Education
Administrative Management
Administrative Science Quarterly
Administrator's Notebook
Administrator's Swap Shop
Adult Education
Agenda
American Biology Teacher
American Book Publishing Record
American Education
American Educational Research Journal
American Journal of Education (Formerly School Review)
American Journal of Mental Deficiency
American Libraries
American Metric Journal
American School & University
American School Board Journal
Amicus
Anthropology and Education Quarterly
Appalachia
Arise (American Research Institute in Special Education)
Arithmetic Teacher
Art Education
Art News
Art Teacher
Arts Reporting Service
Atlantic
Audiovisual Instruction
Baltimore
Basic Education (Formerly Council for Basic Education Bulletin)
Best of ERIC
Bilingual Journal
Booklist
British Journal of Educational Technology
Business Education Forum

CEDR Quarterly (Center on Evaluation, Development and Research)
CNI Weekly Report (Community Nutrition Institute)
Career Education News
Catalyst for Environmental Quality
Center for Law and Education Newsnotes
Certification Newsletter (Maryland State Department of Education)
Change (Magazine of Higher Learning)
*Changing Times
Child Care Information Exchange
Child Development
Childhood Education
Children in Contemporary Society
Children Today
Children's Literature in Education
*Chronicle of Higher Education
Clearing House
Collection Management
College & University Bulletin
College English
Commerce Business Daily
Communication Abstracts
Community and Junior College Journal
Community/Junior College Research Quarterly
Compact (Education Commission of the States)
Computerworld
*Congressional Quarterly Weekly Report
*Congressional Record
Consumer Education Forum
*Consumer's Research
Contemporary Drug Problems
Contemporary Education
Counseling & Human Development
Counseling Psychologist
Counselor Education & Supervision
Craft Horizons
Creative Discipline

*Does Not Circulate

Cross Reference (Journal of Public Policy and Multicultural Education)
*Current Book Review Citations
*Current Index to Journals in Education
Curriculum Connections
Curriculum Inquiry
Curriculum Report (NASSP)
Curriculum Review

Daedalus
Data Processing for Education
Day Care and Child Development Reports
Day Care and Early Education
Delta Kappa Gamma Bulletin
Department of Education Weekly
Design
Directive Teacher

ECT (Educational Communications and Technology)
EC & TJ (Educational Communication and Technology Journal)
EDC News (Education Development Center)
EDP Analyzer
EPIE Report (Educational Product Information Exchange)
EPIEgram: Materials
EPIEgram: Equipment
ERS Bulletin (Educational Research Service)
Economist, The
Education
Education and Training of the Mentally Retarded
Education and Treatment of Children
Education and Urban Society
Education and Work
Education Court Digest
*Education Daily
Education Digest
Education Funding News
*Education Index
Education of the Handicapped
Education Tomorrow
*Education U.S.A.
Education Unlimited
*Educational Administration Abstracts
Educational Administration Quarterly
Educational and Industrial Television
Educational and Psychological Measurements
Educational Leadership
Educational Planning
Educational Record
Educational Research Quarterly
Educational Researcher
Educational Studies
Educational Technology

Effective Manager
Elementary School Guidance and Counseling
Elementary School Journal
Elementary/Secondary Services (ECS)
English Journal
Environment and Behavior
Environmental Education Report
Essence of Adolescence
Evaluation Review (Formerly Evaluation Quarterly)
Exceptional Child Education Resources
Exceptional Children
Exceptional Parent, The

Family Health
*Federal Register
*Federal Research Service Report
Film News
Financial Executive
Florida Vocational Journal
Focus on Exceptional Children
Foreign Language Annals
*Forthcoming Books
Foundation News
Futurist

G/C/T (Gifted/Creative/Talented Children)
Gifted Child Quarterly
Government Executive
Governmental Finance
Grantsmanship Center News, The
Gray Panther Network

Harper's Magazine
Harvard Educational Review
High School Journal
Higher Education and National Affairs
History of Education Quarterly
History Teacher
How to Evaluate Education Programs

IRCD Bulletin (Institute for Urban and Minority Education)
ISR Newsletter (Institute for Social Research)
ITYB (Intellectually Talented Youth Bulletin)
Illinois Teacher of Home Economics
Independent School Bulletin
Individualized Learning Letter
Industrial Supervisor
Inequality in Education
Insights into Open Education
Institutions, Etc.
Institutions/Volume Feeding
Instructional Innovator
Instructor
Interchange
Interface (Association of Specialized and Cooperative Library Agencies, ALA)

*Does Not Circulate

International Journal of Instructional Media
International Migration Review
Interracial Books for Children

JAE (Journal of Architectural Education)
Journal (Maryland Center for Public Broadcasting)
Journal for Special Educators
Journal of Accountancy
Journal of Aesthetic Education
Journal of Afro-American Issues
Journal of Applied Behavioral Science
Journal of Applied Psychology
Journal of Black Studies
Journal of Business Education
Journal of Career Education
Journal of Child Language
Journal of College Placement
Journal of Consumer Affairs
Journal of Counseling Psychology
Journal of Creative Behavior
Journal of Curriculum Studies
Journal of Drug Education
Journal of Drug Issues
Journal of Education Finance
Journal of Educational Communication
Journal of Educational Measurement
Journal of Educational Psychology
Journal of Educational Research
Journal of Environmental Education
Journal of Experimental Education
Journal of Geography
Journal of Higher Education
Journal of Human Services Abstracts
Journal of Law and Education
Journal of Learning Disabilities
Journal of Negro Education
Journal of Nutrition Education
Journal of Physical Educationand Recreation
Journal of Reading
Journal of Rehabilitation
Journal of Research and Development in Education
Journal of Research in Music Education
Journal of Research in Science Teaching
Journal of Safety Research
Journal of School Health
Journal of School Psychology
Journal of Special Education
Journal of Teacher Education
Journal of Vocational Behavior
Junior College Research Review

Kaleidoscope
Kiplinger Agricultural Letter
Kiplinger Washington Letter

Language Arts
Language Learning
Language, Speech and Hearing Services in Schools
Learning (The Magazine for Creative Teaching)
Learning Today
Legislative Briefs (American Association of Colleges for Teacher Education)
Liberal Education
Lifelong Learning: The Adult Years
Linguistic Reporter
Link, The (Social Science Education Consortium)

MFOA Newsletter (Municipal Finance Officers Association)
MSTA Action Line
Man/Society/Technology
Management Accounting
Management Review
Manpower and Vocational Education Weekly
Maryland
Maryland Division of Correction Newsletter
Maryland 4-C News
*Maryland Register
Maryland Teacher
Maryland Women
Mass Media Newsletter
Mathematics Teacher
Mathematics Teaching
Measurement and Evaluation in Guidance
Media and Methods
Media Digest
Mental Disability Law Reporter
Mental Retardation
Metric Reporter
Migrant Educator
Minicomputer News
Modern Language Journal
Momentum
*Monthly Catalog of U.S. Government Publications
Monthly Labor Review
Morgan Journal of Educational Research
Multiculturalism
Music Educators Journal

NAEP Newsletter (National Assessment of Educational Progress)
NAESP Communicator (National Association of Elementary School Principals)
NAPCAE Exchange (National Association for Public Continuing and Adult Education)
NASSP Bulletin (National Association of Secondary School Principals)
NASSP Newsletter
NCAWE News (National Council of Administrative Women in Education)
NCSIE Inservice (National Council of States on Inservice Education)

*Does Not Circulate

NCTM Newsletter (National Council of Teachers of Mathematics)
NEA Reporter (National Education Association)
NOLPE Notes
NOLPE School Law Journal
NOLPE School Law Reporter
National Center for Educational Brokering Bulletin
National Drug Reporter
National Elementary Principal
National Newsletter for Pupil Personnel and Special Educators
National Safety Council Research and Development Newsletter
National Safety News
National Teacher Center Resource Center Newsletter
Nation's Schools Report
Network
Network News (Maryland Center for Public Broadcasting)
New Design for Youth Development
*New York Times (Sunday Edition)
New York Times Book Review
Newsletter About Life/Work Planning
Newsletter of Parenting, The
*Newsweek
Nutrition and the M.D.
Nutrition Reviews
Nutrition Today

Occupational Outlook
Of Consuming Interest
Online
Orbit (Ontario Institute for Studies in Education)
Organizational Dynamics
Outlook (Maryland Office on Aging)

PTA Today
Peabody Journal of Education
Personnel and Guidance Journal
Personnel Journal
Personnel News for School Systems
Personnel Psychology
Phi Delta Kappan
Photo Artist U.S.A.
Physics Teacher
Planning and Changing; A Journal for School Administrators
Planning for Higher Education
Point of View: A Nutrition Report
Practitioner (National Association of Secondary School Principals)
Production Engineering
Program Guide (Maryland Center for Public Broadcasting)
Progressive Architecture
Psychology in the Schools
Psychology Today
Public Education in Maryland Newsletter
Public Interest, The
Public Libraries
Pulse of Public School Adult Education

Ragan Report, The
Reading Research Quarterly
Reading Teacher
Record (Maryland State Board for Higher Education)
Regional Action (Southern Regional Education Board)
Regional Spotlight
Rehabilitation Literature
Report on Education Research
Research in the Teaching of English
Research Institute Personal Report for the Executive
Research Quarterly
*Resources in Education (ERIC)
Review of Educational Research
Rhodes Report, Career Opportunities in Education
Right to Read
Roeper Review (A Journal on Gifted Child Education)
Roll Call
Rural Education News

Safe Driver
Saturday Review
School (Maryland State Department of Education)
School Administrator
School Arts
School Board News (Maryland Association of Boards of Education)
School Bus Fleet
School Business Affairs
School Counselor
School Law News
School Review
School Science and Mathematics
Science and Children
Science Books and Films
Science Education
Science Teacher
Signs (Journal of Women in Culture and Society)
Social Change
Social Education
Social Studies for Teachers and Administrators
Social Studies Professional Newsletter
Socio-Economic Planning Sciences
Sociology of Education
Solar Age
Special Children
Spokeswoman
Staff Newsletter, Baltimore City Public Schools

*Does Not Circulate

State Government Administration
State Government News
Stereo Review
Studies in Art Education
Successful School Administration
*Sun, The (Morning Edition)

Teacher
Teacher Education Reports
Teachers College Record
Teaching Exceptional Children
Techniques for Teachers of Adults
Technology Today
Theory Into Practice
Thrust for Educational Leadership
Times Educational Supplement
Tips and Topics in Home Economics
Title IX News
The Today PTA in Maryland Bulletin
Today's Child News Magazine
Today's Education
Today's Secretary
Traffic Safety

Urban Education
Urban Review
U.S.A. Today
*U.S. News and World Report

Value Education Newsletter
Video Update
Vocational Guidance Quarterly
VocEd
Voluntary Action Leadership

Washington Monthly
Women's Studies Newsletter
Word Processing World
Worklife

Young Children

Library Science Periodicals

ALA/JMRT Footnotes
ALA Education Division Newsletter (American Library Association)
ASLA President's Newsletter (Association of State Library Agencies)
Acquisitive Librarian
American Book Publishing Records
American Libraries

Booklist
Bookmark (New York State Library)
British Journal of Educational Technology
Bulletin of the Center for Children's Books

College and Research Libraries
College and Research Libraries News
Crab (Maryland Library Association)

DTTP (Documents to the People, Government Documents Round Table, ALA)
Drexel Library Quarterly

PLC Newsletter (Federal Library Committee, Library of Congress)

Horn Book

Illinois Libraries

Journal of Education for Librarianship

LAD Newsletter (Library Administration Division, ALA)
LJ/SLJ Hotline (Library Journal/School Library Journal)
Library Education Division Newsletter
Library Journal
*Library Literature
Library of Congress Information Bulletin
Library Quarterly
Library Resources and Technical Services
Library Scene
Library Technology Reports
Library Trends
National Librarian
National Librarian
New York Times Book Review
Newsletter on Intellectual Freedom

Omnibus, The Library College

PLA Newsletter (Public Library Association)
Previews
Public Library Trustee
Publishers Weekly

*Does Not Circulate.

RQ (Reference Services Division, ALA)
RTSD Newsletter (Resource and Technical Services Division)

School Library Journal
School Media Quarterly
Special Libraries

Top of the News

Unabashed Librarian

Vertical File Index

Wilson Library Bulletin

2/80

Appendix E

DIALOG Databases

TABLE 21

DIALOG DATABASES - ALPHABETICAL LISTING

File Number	Database
15 *	ABI/INFORM
10 *	AGRICOLA
9 *	AIM/ARM
38 *	AMERICA: HISTORY & LIFE
45 *	APTIC
112 *	AQUACULTURE
44 ††	AQUATIC SCIENCE & FISHERIES ABS
56 *	ARTBIBLIOGRAPHIES MODERN
102 *†	ASI
96 *†	BHRA FLUID ENGINEERING
5 *	BIOSIS PREVIEWS 1974-present
55 *	BIOSIS PREVIEWS 1969-73
2	CA SEARCH 67-71
3	CA SEARCH 72-76
4	CA SEARCH 77-present
43	CA PATENT CONCORDANCE
19 #	CHEMICAL INDUSTRY NOTES
31	CHEMNAME™
64 *	CHILD ABUSE & NEGLECT
101 *†	CIS
23	CLAIMS™/CHEM 50-70
124 *	CLAIMS™/CLASS
24	CLAIMS™/U.S. PATENTS 71-77
25	CLAIMS™/U.S. PATENT ABST 78-
125	CLAIMS™/U.S. PAT ABS WEEKLY
50 *	CAB ABSTRACTS
8 *	COMPENDEX
35 *	COMPREHENSIVE DISSERTATION INDEX
77	CONFERENCE PAPERS INDEX
100 *	DISCLOSURE
54 *	ECER/EXCEPTIONAL CHILD
90 *	ECONOMIC ABSTRACTS INTERNATIONAL
22 *	EIS INDUSTRIAL PLANTS
92 *	EIS NONMANUFACTURING ESTAB
114 *	ENCYCLOPEDIA OF ASSOCIATIONS
69 *	ENERGYLINE
40 *	ENVIROLINE
68 *	ENVIRONMENTAL PERIODICALS BIBLIOG
1 *	ERIC
72 *	EXCERPTA MEDICA (FULL FILE)
73 *	EXCERPTA MEDICA (IN PROCESS)
51 *	FOOD SCIENCE & TECH ABSTRACTS
79 *	FOODS ADLIBRA
105 #	FOREIGN TRADERS INDEX
26 *	FOUNDATION DIRECTORY
27 *	FOUNDATION GRANTS
59 *	FROST & SULLIVAN DM²
58 *	GEOARCHIVE
66 *	GPO MONTHLY CATALOG
39 *	HISTORICAL ABSTRACTS
12 *	INSPEC 1969-77
13 *	INSPEC 1978-present
74 *	INT'L PHARMACEUTICAL ABSTRACTS
14	ISMEC
36 *	LANGUAGE & LANGUAGE BEHAVIOR ABS
61	LISA
49 *	MAGAZINE INDEX
75 *	MANAGEMENT CONTENTS
32 *	METADEX
29	METEOR/GEOASTROPHYS ABSTRACTS
71 *	MLA BIBLIOGRAPHY
63 #	MRIS ABSTRACTS
78	NATIONAL FOUNDATIONS
111 #	NATIONAL NEWSPAPER INDEX
21 *†	NCJRS
911	NEWSEARCH
46	NICEM
70	NICSEM/NIMIS
6 *	NTIS
28 *	OCEANIC ABSTRACTS
204 *	ONTAP CA SEARCH
231 *	ONTAP CHEMNAME
201 *	ONTAP ERIC
49 *	PAIS INTERNATIONAL
42 *	PHARMACEUTICAL NEWS INDEX
57 *	PHILOSOPHER'S INDEX
48	PIRA
41 *	POLLUTION ABSTRACTS
91 *	POPULATION BIBLIOGRAPHY
11 *	PSYCHOLOGICAL ABSTRACTS
20 *	PTS FEDERAL INDEX
98 *	PTS F&S INDEXES 1972-1975
18 *	PTS F&S INDEXES 1976-present
87 *	PTS INT'L ANN TIME SERIES
86 *	PTS INT'L STAT ABSTRACTS
17	PTS PREDALERT
16 *	PTS PROMT
82 *	PTS U.S. ANN TIME SERIES
81 *	PTS U.S. STAT ABSTRACTS
95	RAPRA ABSTRACTS
97 *	RILM ABSTRACTS
94 *	SCISEARCH® 1974-77
34 *	SCISEARCH® 1978-present
7 *	SOCIAL SCISEARCH®
37 *	SOCIOLOGICAL ABSTRACTS
62 *	SPIN
65 *	SSIE CURRENT RESEARCH
115 *†	SURFACE COATINGS ABSTRACTS
106 #	TRADE OPPORTUNITIES
107 #	TRADE OPPORTUNITIES WEEKLY
108 ††	TRIS
93 *	U.S. POLITICAL SCIENCE DOCUMENTS
60 *	USDA/CRIS
99 *	WELDASEARCH
33 *	WORLD ALUMINUM ABSTRACTS
67 *	WORLD TEXTILES

* Databases avnilable under the Classroom Instruction Plan.
# Available to U.S. Users only.
§ To be available in 1980.
†† Not available in Canada.

Appendix F

ERIC Information

Selection Criteria Employed by ERIC

- **QUALITY OF CONTENT**

All documents received are evaluated by subject experts against the following kinds of quality criteria: contribution to knowledge, significance, relevance, newness, innovativeness, effectiveness of presentation, thoroughness of reporting, relation to current priorities, timeliness, authority of source, intended audience, comprehensiveness.

- **LEGIBILITY AND REPRODUCIBILITY**

Documents may be type-set, typewritten, Xeroxed, or otherwise duplicated. They must be legible and easily readable. Letters should be clearly formed and with sufficient contrast to the paper background to permit filming. Colored inks and colored papers can create serious reproduction problems. Standard 8½" x 11" size pages are preferred.

Two copies are desired, if possible; one for processing into the system and eventual filming, one for retention and analysis by the appropriate Clearinghouse while processing is going on.

- **REPRODUCTION RELEASE**

Each document submitted should be accompanied by a statement from the sender telling ERIC whether or not the item is copyrighted and, if possible, granting the ERIC system permission to reproduce. Copyrighted items for which releases are not granted, or other non-reproducible items, will be considered only if they are available from a clearly specifiable source and only if this information accompanies the document in some form.

Items that are accepted and for which permission to reproduce has been granted, will be made available in microfiche only, or microfiche and reproduced paper copy, by the ERIC Document Reproduction Service (EDRS).

Where to Send Documents

Documents usually enter the ERIC system through one of two ways.

They may be sent to the Clearinghouse most closely related to their subject matter. A list of the Clearinghouses and their addresses appears at the end of this brochure. Material is expedited if it is directed to the attention of "Acquisitions."

If it is uncertain which Clearinghouse is appropriate, materials may be sent to the following address:

ERIC Processing and Reference Facility
Acquisitions Department
4833 Rugby Avenue, Suite 303
Bethesda, Maryland 20014

The ERIC Facility will forward all submissions to the appropriate ERIC Clearinghouse.

List of ERIC Network Components

CLEARINGHOUSES

ERIC Clearinghouse on Adult, Career, and Vocational Education
Ohio State University
1960 Kenny Road
Columbus, Ohio 43210
Telephone: (614) 486-3655

ERIC Clearinghouse on Counseling and Personnel Services
University of Michigan
2108 School of Education Building
Ann Arbor, Michigan 48109
Telephone: (313) 764-9492

ERIC Clearinghouse on Educational Management
University of Oregon
Eugene, Oregon 97403
Telephone: (503) 686-5043

ERIC Clearinghouse on Elementary and Early Childhood Education
University of Illinois
College of Education
Urbana, Illinois 61801
Telephone: (217) 333-1386

ERIC Clearinghouse on Handicapped and Gifted Children
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091
Telephone: (703) 620-3660

ERIC Clearinghouse on Higher Education
George Washington University
One Dupont Circle, Suite 630
Washington, D.C. 20036
Telephone: (202) 296-2597

ERIC Clearinghouse on Information Resources
Syracuse University
School of Education
130 Huntington Hall
Syracuse, New York 13210
Telephone: (315) 423-3640

ERIC Clearinghouse for Junior Colleges
University of California
96 Powell Library Building
Los Angeles, California 90024
Telephone: (213) 825-3931

ERIC Clearinghouse on Languages and Linguistics
Center for Applied Linguistics
1611 North Kent Street
Arlington, Virginia 22209
Telephone: (703) 528-4312

ERIC Clearinghouse on Reading and Communication Skills
National Council of Teachers of English
1111 Kenyon Road
Urbana, Illinois 61801
Telephone: (217) 328-3870

ERIC Clearinghouse on Rural Education and Small Schools
New Mexico State University
Box 3AP
Las Cruces, New Mexico 88003
Telephone: (505) 646-2623

ERIC Clearinghouse on Science, Mathematics, and Environmental Education
Ohio State University
1200 Chambers Road, Third Floor
Columbus, Ohio 43212
Telephone: (614) 422-6717

ERIC Clearinghouse on Social Studies/Social Science Education
855 Broadway
Boulder, Colorado 80302
Telephone: (303) 492-8434

ERIC Clearinghouse on Teacher Education
American Association of Colleges for Teacher Education
One Dupont Circle, N.W., Suite 616
Washington, D.C. 20036
Telephone: (202) 293-7280

ERIC Clearinghouse on Tests, Measurement, and Evaluation
Educational Testing Service
Rosedale Road
Princeton, New Jersey 08540
Telephone: (609) 921-9000 ext. 2176

ERIC Clearinghouse on Urban Education
Teachers College, Columbia University
Box 40
525 West 120th Street
New York, New York 10027
Telephone: (212) 678-3437

National Institute of Education (Central ERIC)
Office of Dissemination and Resources
Washington, D.C. 20208
Telephone: (202) 254-5555

ERIC Document Reproduction Service (EDRS)
Computer Microfilm International Corporation (CMIC)
3030 N. Fairfax Drive, Suite 200
Arlington, Virginia 22201
Telephone: (703) 841-1212

ERIC Processing and Reference Facility
4833 Rugby Avenue—Suite 303
Bethesda, Maryland 20014
Telephone: (301) 656-9723

Oryx Press
3930 E. Camelback Road, Suite 208
Phoenix, Arizona 85018
Telephone: (602) 956-6233

EDUCATIONAL RESOURCES INFORMATION CENTER

Introduction

This brochure describes how to submit documents to the Educational Resources Information Center (ERIC) and is intended to solicit such submissions from individuals and organizations.

Provided, in sequence, are: (1) a brief description of the ERIC system, (2) a list of the many advantages of having a document accepted by ERIC, (3) information on the kinds of documents ERIC is seeking, (4) an outline of the selection criteria that are applied to incoming documents, and (5) where to send the documents so that they will receive proper consideration.

The ERIC system, and its abstract journal *Resources in Education (RIE)*, are dependent on the flow of education-related documents from authors and institutions to its Clearinghouses and other facilities. Only through the cooperation of document generators and producers can ERIC achieve its goal of comprehensive bibliographic coverage of the literature of education in the United States.

ERIC: a Brief Description

The Educational Resources Information Center (ERIC) is a decentralized nationwide network, sponsored by the National Institute of Education (NIE), and designed to collect educational documents and to make them available to teachers, administrators, researchers, students, and other interested persons. ERIC publishes a monthly abstract journal, *Resources in Education (RIE)*, which announces all documents that are acquired by ERIC and that pass its selection criteria. ERIC attempts comprehensive coverage of recently completed significant documents dealing with education.

Documents announced in RIE (except for some copyrighted materials) can be purchased in microfiche or reproduced paper copy from the ERIC Document Reproduction Service (EDRS). EDRS sends complete sets of ERIC documents on microfiche to over 650 standing order customers in this country and abroad. All documents announced in RIE must be available to the public, either through EDRS or through a clearly specifiable alternative source.

In addition to the manual access provided by RIE, the ERIC data base is also accessible at many locations via computer searches of ERIC magnetic tapes. The major vendors of on-line retrieval services all provide access to the ERIC data base, which is one of the most popular and lowest cost data bases provided.

ERIC accomplishes its objectives primarily through its sixteen subject-oriented Clearinghouses (located at non-profit institutions) and three commercial contractors. The addresses of these ERIC components appear at the end of this brochure.

Advantages of Having a Document in ERIC

Contributors of documents to ERIC can benefit in the following ways:

- *Announcement*—Documents accepted by ERIC are announced to some 5,000 organizations receiving the abstract journal *Resources in Education (RIE)*.
- *Publicity*—Organizations that wish to sell their own documents in original copies can have this availability (together with addresses and price information) announced to users in *RIE*, thus serving to publicize their product. After the document is sold out at the original source, it is then still available through EDRS, if permission to reproduce has been granted to ERIC. (Original copy prices, while they last, are generally less, and therefore more attractive to users, than EDRS on-demand duplication prices.)
- *Dissemination*—Documents accepted by ERIC are reproduced on microfiche and distributed (at no cost to you) to the more than 650 current subscribers to the ERIC microfiche collections.
- *Retrievability*—The bibliographic descriptions developed by ERIC are retrievable from the thousands of subscribers to the on-line data base retrieval services offered by commercial vendors such as Bibliographic Retrieval Services (BRS), Lockheed, and System Development Corporation (SDC). In addition to the on-line outlets, there are hundreds of locations offering batch-oriented computer searches of ERIC.
- *Always "In Print"*—The presence of a master microfiche at EDRS, from which copies can be made on an on-demand basis, means that ERIC documents are constantly available and never go "*out of print.*" Persons requesting copies from an original source can always be referred to ERIC. This archival function may either relieve the source of a distribution burden or may solve the fulfillment problem when the source's supply has been exhausted.

In addition to the above very concrete advantages, submission of a document to ERIC reduces the overall likelihood of overlap, redundancy, and duplication of effort. It increases the probability that the results reported in the document will be available to and employed by subsequent efforts.

To encourage submission, ERIC offers to send contributors notice of document disposition, giving the ED identification number (for ordering purposes) of those documents selected for *RIE*.

What Kinds of Documents to Send ERIC

ERIC would like to be given the opportunity to examine virtually any document dealing with education or its aspects. The ERIC audience is so broad (encompassing teachers, administrators, supervisors, librarians, researchers, media specialists, students, counselors, and every other variety of educator) that it must collect a wide variety of documentation in order to satisfy its users. Examples of types of materials collected are the following:

- Research Reports/Technical Reports
- Program/Project Descriptions
- Opinion Papers, Essays, Position Papers
- Monographs, Treatises
- Speeches and Presentations
- Evaluation Studies
- Feasibility Studies
- State of the Art Studies
- Instructional Materials
- Syllabi
- Teaching Guides
- Resource Guides
- Manuals and Guides
- Handbooks
- Curriculum Materials
- Conference Papers
- Proceedings
- Bibliographies, Annotated Bibliographies
- Legislation and Regulation
- Tests, Questionnaires, Measurement Devices
- Vocabularies, Dictionaries, Glossaries, Thesauri
- Statistical Compilations
- Taxonomies and Classifications
- Directories
- Dissertations

ERIC does not have a provision for accepting non-print materials (such as films, filmstrips, videotapes, tapes, records, cassettes, etc.) not associated with a printed text. If there is an acceptable printed form however, ERIC will reference a collateral non-print form, as long as a source of availability can be cited for the non-print component.

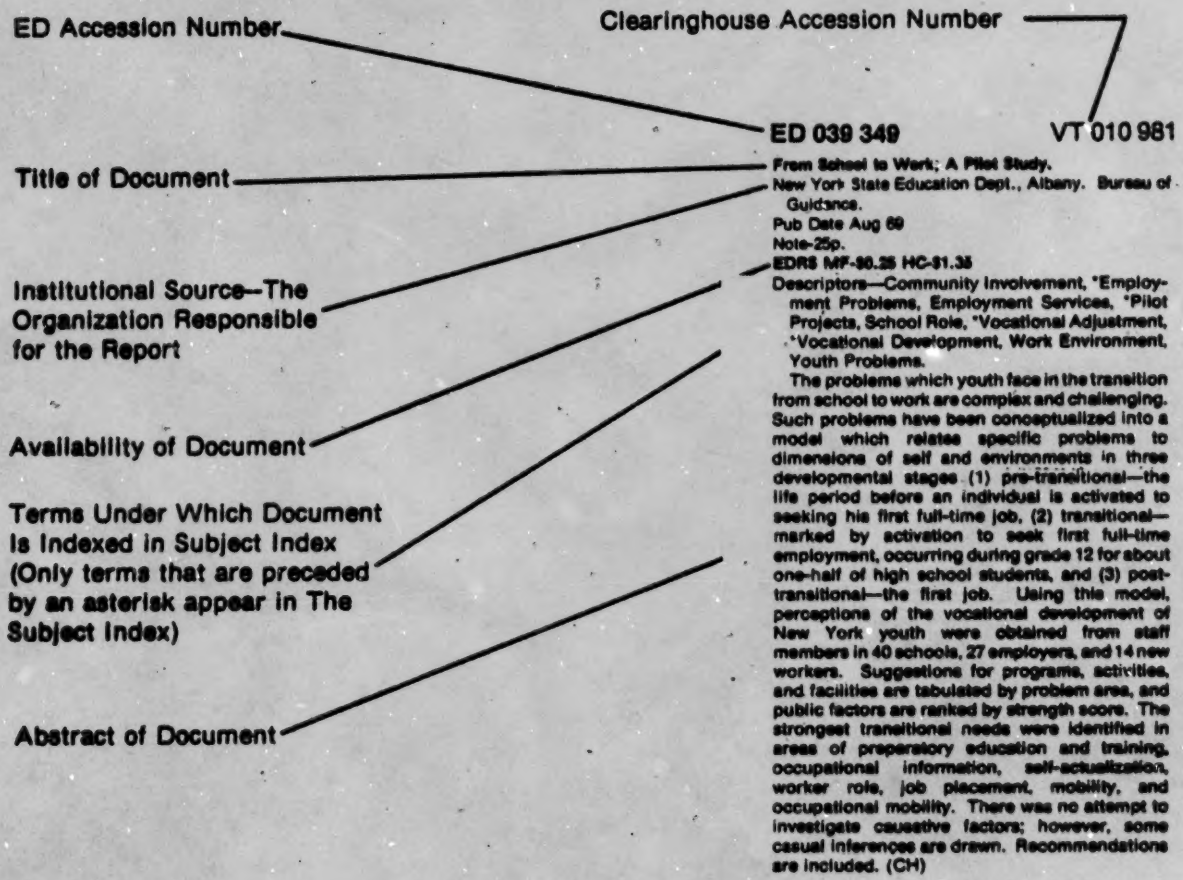
Formal publication is not an ERIC requirement. In fact ERIC concentrates on the unpublished or "*fugitive*" material not usually available through conventional library channels.

There are no fees to pay in submitting documents to ERIC, nor does ERIC pay any royalties for material it accepts. Other than a statement concerning permission to reproduce, there are no forms to complete.

Additionally, ERIC will send a complimentary microfiche to each contributor when the document is announced in RIE.

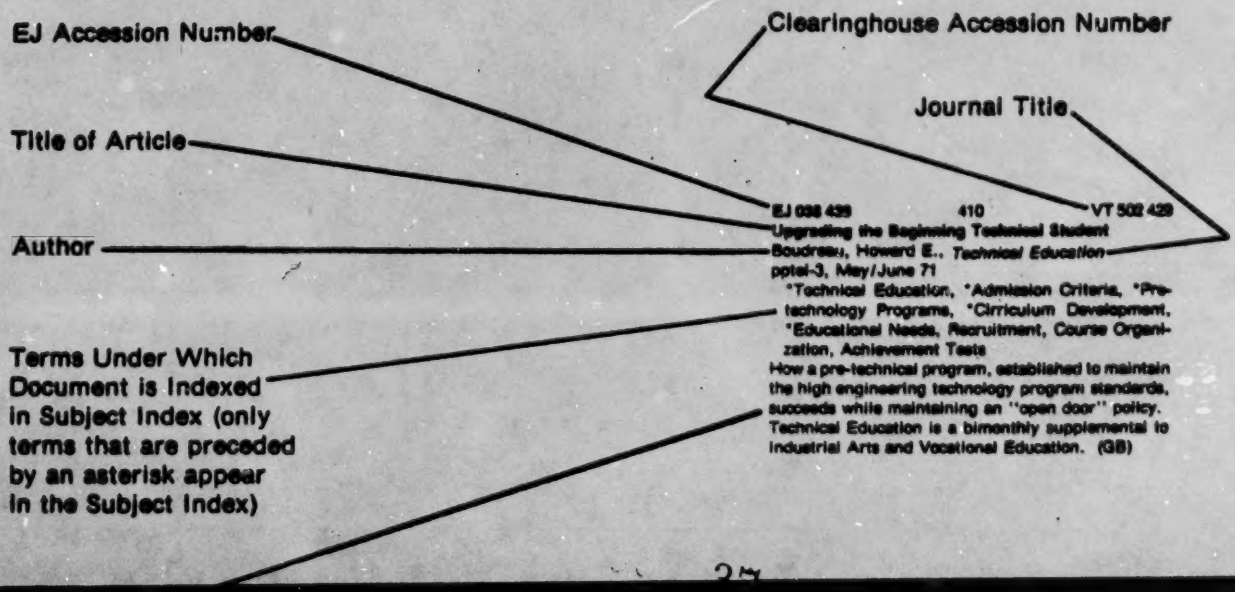
Format of

Resources in Education (RIE)


ED Accession Number
Clearinghouse Accession Number
ED 039 349
VT 010 981
Title of Document
From School to Work; A Pilot Study.
Institutional Source--The Organization Responsible for the Report
New York State Education Dept., Albany. Bureau of Guidance.
Availability of Document
Pub Date Aug 69
Note-25p.
EDRS MF-$0.25 HC-$1.35
Terms Under Which Document Is Indexed in Subject Index (Only terms that are preceded by an asterisk appear in The Subject Index)
Descriptors--Community Involvement, *Employment Problems, Employment Services, *Pilot Projects, School Role, *Vocational Adjustment, *Vocational Development, Work Environment, Youth Problems.
Abstract of Document
The problems which youth face in the transition from school to work are complex and challenging. Such problems have been conceptualized into a model which relates specific problems to dimensions of self and environments in three developmental stages (1) pre-transitional--the life period before an individual is activated to seeking his first full-time job, (2) transitional--marked by activation to seek first full-time employment, occurring during grade 12 for about one-half of high school students, and (3) post-transitional--the first job. Using this model, perceptions of the vocational development of New York youth were obtained from staff members in 40 schools, 27 employers, and 14 new workers. Suggestions for programs, activities, and facilities are tabulated by problem area, and public factors are ranked by strength score. The strongest transitional needs were identified in areas of preparatory education and training, occupational information, self-actualization, worker role, job placement, mobility, and occupational mobility. There was no attempt to investigate causative factors; however, some casual inferences are drawn. Recommendations are included. (CH)

Format of

Current Index to Journals in Education (CIJE)


EJ Accession Number
Clearinghouse Accession Number
Journal Title
Title of Article
EJ 038 439
410
VT 502 429
Upgrading the Beginning Technical Student
Author
Boudreau, Howard E., Technical Education
pptel-3, May/June 71
Terms Under Which Document is Indexed in Subject Index (only terms that are preceded by an asterisk appear in the Subject Index)
*Technical Education, *Admission Criteria, *Pre-technology Programs, *Curriculum Development, *Educational Needs, Recruitment, Course Organization, Achievement Tests
How a pre-technical program, established to maintain the high engineering technology program standards, succeeds while maintaining an "open door" policy. Technical Education is a bimonthly supplemental to Industrial Arts and Vocational Education. (GB)

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Revised June 1979

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FINAL REPORT

Grant No.: OEG-NIE-G-78-0232

Period: November 1979 - January 1980

Date of Submission: February 20, 1980

Agency: Maryland State Department of Education

Project: LIFE (Library Information Functional Exchange)

Project Director: Elsie A. Leonard

NIE Project Monitor: Cheryl Chase

The project's final quarter was entered into with continued determination to provide relevant information services to meet the needs of Maryland's educators and bridge the gap between research and practice by emphasizing the following areas:

- -Increased participation of the linkers in the local educational agencies (LEA's) and continued clarification of their roles
- -Clarification of future role of staff of Research for Better Schools (RBS)
- -Planning for increased involvement of all State Media Center Personnel in Project LIFE services
- -Planning for a broader support base for the project in both the State Department of Education and in the local educational agencies to insure the project's success.

Planning

The project director, project investigator and Jane Roberts, Field Specialist in the Regional Exchange (RBS), met to plan a training workshop for the local linkers (School Library Media Supervisors or their designee). The workshop would emphasize practical aspects of the linking role and allow for input relative to implementing training efforts in accordance with the organizational structure of the county. While the workshop would focus on the needs of the local linkers, it would not preclude the participation of the designated state department field specialist linkers.

Tentative plans were made to provide continued training for the department linkers which could expand the series of knowledge building seminars provided earlier in the year. The evaluation of the seminar series indicated the participant's desire to continue this type of training.

The project investigator attended a planning retreat sponsored by the Instructional Coordinating Council. The group met to discuss the future coordination of departmental activities and programs which impact on department sponsored activities to benefit LEA's. Tentative plans were made, at this time, for the creation of a database of in-house publications which would include a file of promising practices in Maryland. The notion of this as a cooperative venture between the Division of Instruction and the Division of Library Development and Services is particularly significant. Obvious implications include the involvement of Project LIFE in the establishment of coordinated information resources and dissemination activities which would be beneficial to Maryland educators. The project investigator will pursue future discussions with the Assistant State Superintendent for Instruction and provide direction to the project director in regard to appropriate steps to be taken to accomplish the task.

The project investigator met with the project director to discuss the formulation of additional strategies to insure institutionalization of the project through continued assurance of commitment from the department's policy-

making body. Definite steps to be taken in this area are contingent upon the renewal of the grant for the second year and the implications of the first year evaluations for any modification for the proposed second year activities.

In November, the project investigator and project director met the project's new monitor, Ms. Cheryl Chase. A February date has been set to discuss plans for a more effective relationship. It is anticipated that better communication will be established and provide for smoother transitional periods between Ms. Chase's expertise in the area of linker training and consulting with her on future plans in this area.

In January, the project investigator met with the director of RBS, Dr. Richard McCann, to discuss the future participation of RBS in the Maryland effort.

Awareness

The following activities occurred during this quarter:

November 2 -

The project director gave a presentation at the annual inservice workshop for school media personnel (Prince George's County). The presentation focused on specific services available to educators and the role of the building level media personnel as a link to meet the professional information needs of their school's staff.

November 16 -

The project director gave a presentation at an inservice workshop for school media personnel (Anne Arundel County).

November 19 -

Project staff conducted a mini session on accessing Project LIFE and resource utilization in response to a request from a local linker. Media personnel from four counties participated (Dorchester, Kent, Caroline, Wicomico). Initiation of requests from these counties is particularly significant, since they are part of the project target group.

November 27 -

The project director gave a presentation to selected Regional Program staff and invited guests with an interest in information dissemination efforts which benefit educators. The content of the presentation included the context in which the project proposal was written, specific components of the project and a summary of activities. The project investigator, a department linker, and RBS staff also attended and responded to questions from the participants.

December 5 -

Five coordinators of Teacher Education Programs (Special Education) visited the State Media Services Center to familiarize themselves with resources available from the Maryland State Department of Education. The project has established a link between this group at all of the area institutions of higher education with the idea that preservice education should include an awareness of a variety of sources of information in education.

January 18 -

Awareness sessions were provided to a group of Regional Coordinators of special educators at the initiation of the SDE linker within the Division of Special Education.

Product Preparation

The following products were compiled during this quarter:

The final draft of a policy handbook was prepared for distribution to all linkers. Every linker will, receive a copy and have access to, a ready reference of the project's operational guidelines, products, and services.

A bibliography of handbooks (A Bibliography of Publications About Media Handbooks) useful for school library media personnel as a reference for the preparation of this type of material. Visits to local boards of education to review school media programs revealed an interest for information in this area by a number of media personnel.

The final draft for a slide/tape presentation of Project LIFE was completed and is in the process of being produced. A set of transparencies for use in explaining the goal of the project was also completed and will be made available for loan to educators for local presentations.

A package of information resources was prepared in cooperation with the linker from the Division of Special Education (The Role of the Counselor and P.L. 94-142).

Training

A workshop was provided for LEA linkers (Linking Agents: Tools and Techniques). See Appendix A.

Miscellaneous

The project director participated in a seminar sponsored by the Northwest Regional Laboratory, Interorganizational Arrangements for Collaborative Efforts on October 10-11, 1979. The purpose of the seminar was to provide input for future program efforts of the Regional Program staff.

Major Activities

Project LIFE was initiated in November 1978 as an effort to increase the capacity of the Maryland State Department of Education to systematically disseminate information to its educators. Its purpose was to foster the adaption of improved educational practices through the provision of a comprehensive and generalized dissemination program. While the original project was initially scheduled for twelve months beginning November 1, 1978, at a cost of $119,000, the project was subsequently extended to January 31, 1980 with a decrease of $2,000. Activities of the project have been reported in previous progress reports and are on file at the National Institute of Education. This final report reflects the major objectives of the project and summarizes the significant activities which occurred in support of the objectives.

State Leadership Objective: To encourage the staffs of the Maryland State Department of Education and of the twenty-four local school systems to use information resources in planning and conducting activities aimed at improving educational practice.

As stated in the original proposal, the Maryland State Department of Education's primary approach to educational improvement has been through an emphasis on educational management and accountability rather than on the dissemination of information. Consequently, the role and function of the department's State Media Services Center has not been viewed as a natural vehicle for delivering needed research to a wide audience of educators. The project proposal addressed this issue and upon implementation, initiated steps aimed at providing department leadership in the area of increased communication of the results of educational research and development to educational policy makers as well as practitioners. Toward this end, the project accomplishes the following:

- Project staff, including the project investigator who holds a high ranking position within the Division of Library Development & Services, gave four presentations on the intent of the project and its potential benefits to the following groups:
  - Superintendent's meeting (LEA's)
  - Project Basic staff (MSDE)
  - Instructional Coordinating Committee (MSDE)
  - Executive staff (MSDE)
  - Media Supervisors inservice meetings in four counties (LEA's).
- Provided information in the form of computer printouts, reproduced copies of journal articles, information packets, microfiche, and highlights of articles in approximately 450 educational journals.

- Encouraged appropriate department representation at meetings or conferences aimed at expanding knowledge of R & D products and processes and related dissemination efforts by sharing information about conferences
  - State Dissemination Leadership Conference, Minnesota, July, 1979
  - ASIS Conference, Minnesota, October, 1979
  - Promising Practices/Program Validation, Pennsylvania, October, 1979
  - R & D Utilization Projects, Pennsylvania, November, 1979.
- Disseminated information to key staff on specific R & D products and current research (Research in Reading, Research in Mathematics and Learning Disabilities).
- Established a working relationship with staff from RBS and received technical assistance from them in planning and conducting workshops and seminars, and in developing basic guidelines for providing specific services to our clients. This laboratory was also a new source for obtaining unpublished sources of current research efforts and in providing awareness about pertinent documents available from other laboratories and centers.
- The project investigator was given the responsibility for coordinating dissemination activities within the Maryland State Department of Education. The assignment will provide opportunities for increased awareness of the project and its intent to the policy makers in the department and in the LEA's and is regarded as a positive step toward eventual institutionalization.

State Information Resources Objective: To strengthen existing State information resources and make them more accessible to school system staffs throughout the state.

Prior to the implementation of Project LIFE, the acquisition of resources by the department was performed by the staff managing the department's professional library (State Media Services Center) and by staff in each division. Separate dissemination activities were also conducted. The project proposed to strengthen the main resource base by determining the scope of divisional collections, coordinating the separate dissemination activities and establishing contact with previously under-utilized sources of research based information.

The first year's efforts initiated the needed coordination between the existing component's resources and dissemination activities and increased use of external resources. The following statements list the accomplishments in support of the objective:

··Collected information, through the use of a survey, on the nature and scope of divisional collections and established a point of access for Project LIFE staff.

··Established communication between the State Media Services Center staff and sources of R & D generated information such as:

···Appalachia Educational Laboratory, Inc.,(AEL)
···CEMREL, Inc.
···Far West Laboratory for Educational Research & Development (FWL)
···Northwest Regional Educational Laboratory (NWREL)
···Research for Better Schools (RBS)

··Established a system to coordinate the dissemination of a variety of resources and information through the use of a linkage system involving state and local linkers and project staff.

··Developed a resource file of information with subject headings compatible with those of the ERIC system.

··Expanded the collection of the State Media Services Center through:

···subscription to the Dialog/Lockheed system which extended the number and variety of databases available to educators
···compilation of two information packets in response to special needs
···creation of a resource file of documents relating to school improvement efforts, reports on R & D outcomes, and other dissemination efforts.

··Provided awareness of intent of Project LIFE and ongoing activities to entire staff of the State Media Services Center. In addition, staff development opportunities were provided for appropriate staff in the area of search negotiation, on-line searching techniques, and the use of specialized reference tools.

··Developed appropriate forms to ensure the timeliness and relevancy of materials prepared in response to requests.

··Developed a working relationship with the State Facilitator for the National Diffusion Network and the division responsible for the management Title V-C project. These sources provided the center with catalogs of information on promising practices occurring in Maryland and nationwide and enabled the staff to include such information in response to a variety of requests.

Linkage Objective: To strengthen the capacity of Library Media Supervisors in selected school systems to identify school system needs, facilitate the acquisition of information resources relevant to those needs, and assist school system staff use of the acquired resources.

The department's Field Service Agents have crucial roles in the execution of divisional programs since it is primarily their content expertise that is utilized in working with local educators in a variety of planning efforts. The very nature of the task implies that this group has a critical need for timely information about current educational research. In every LEA school media personnel in supervisory and building level positions, occupied or had the potential to occupy positions central to the flow of information from all subject areas. The project proposed to utilize these existing groups as the linking mechanism.

In support of the linkage objective, the following activities occurred:

- ··Linkers were designated from seven of the eight divisions within the department and eighteen of the twenty-four LEA's.

- ··A series of knowledge building seminars were provided for department linkers in the subjects of:

  - ···Promising Practices/Program Validation
  - ···Change Agentry
  - ···Dissemination as School Improvement
  - ···Techniques for Synthesizing.

- ··Four workshops were provided for local linkers:

  - ···Project LIFE: An Orientation to Dissemination
  - ···Project LIFE: Librarians as Linkers
  - ···Networking: Implications for School Library Media Programs
  - ···Linking Agents: Tools and Techniques

- ··A regional workshop on the utilization of resources was provided at the request of linkers from four counties (Caroline, Dorchester, Kent, Wicomico).

- ··A presentation on Project LIFE was given upon request at inservice meetings involving linkers in the following counties:

  - ···Anne Arundel
  - ···Prince George's
  - ···Washington
  - ···Worcester

- ··Disseminated selected information on R & D outcomes and products, information packages, and products compiled by project staff for sharing with appropriate personnel.

- ··Utilized the knowledge of the linkers in regard to assessing user's information needs to determine topics of information packets compiled.

Other Comments

In reviewing the events of the past year, we are basically pleased with the progress that has been made. We recognize from this first experience, the absolute necessity of providing sufficient developmental activities. We were forced to decrease some of the planned production activities in order to generate greater committment from key people involved with making the project a success. As a result, the evaluation results from initial orientation sessions to the final workshop indicate a shift of interest from purely informational needs to marketing concerns. (See Appendix A.) They also indicate an increase in participation from nine counties initially to a current total of seventeen. (See Appendix B.) A composite of evaluations for information supplied by going through a search negotiation process and accessing a variety of data bases indicates an increase in usage and satisfaction with the results. (See Appendix C.) For a topical listing of information requests that were made and completed by the project, please refer to Appendix D.

In the coming year, we are anticipating more communication with the projects monitor and a smoother transition between the projects ending and renewal period.

Submitted by Elsa A Leonard

Title Chief, State Media Services Center/Project Director

Paula Montgomery

Title Chief, School Library Media Services

cc: Ms. Nettie Taylor, Assistant State Superintendent
Dr. Richard McKay, Assistant State Superintendent
Ms. Paula Montgomery, Branch Chief, School Library Services

Appendix A

Workshop Agendas and Evaluations

Maryland State Department of Education
Division of Library Development and Services

Project LIFE: An Orientation to Dissemination
March 13, 1979 9:30 - 3:15 p.m.

Maryland Review and Evaluation Center, Center 3
Anne Arundel County Public Schools
2644 Riva Road
Annapolis, Maryland 21401

9:30 - 10:00	Business Meeting, School Library Media Supervisors Advisory Committee Dr. David R. Bender, Branch Chief
10:00 - 10:15	Opening Remarks Nettie B. Taylor, Assistant State Superintendent for Libraries
10:15 - 10:45	An Overview of Dissemination Jane Roberts, Field Specialist Dissemination Division Research for Better Schools, Inc. Philadelphia, Pennsylvania
10:45 - 11:10	Dissemination at the Local Level Dr. Raymond H. Hartjen, State Facilitator National Diffusion Network Port Tobacco, Maryland
11:10 - 11:25	Break
11:25 - 12:00	Project LIFE: Dissemination Statewide Elsie A. Leonard, Project Director
12:00 - 1:00	Lunch
1:00 - 1:15	~~State~~ Issues of Concerns Questionnaire: An Explanation Jane Roberts, Research for Better Schools, Inc.
1:15 - 1:30	Examination of Workshop Packet Bonnie J. Stoner, Information Assistant
1:30 - 2:30	Futurizing Jane Roberts, Research for Better Schools, Inc. Ira Stancil, Information Searcher
2:30 - 3:00	Questions and Answers
3:00 - 3:15	Wrap-up Ira Stancil, Information Searcher

Workshop Evaluation Form
PROJECT LIFE
March 13, 1979

(please check)

MSDE personnel	3
LEA personnel	5
Other	3
Total	13

For each question please specify the number on the continuum that indicates your reaction.

1. How would you rate pre-workshop information?

No response 1	1	2 2	3 3 x	4 7	5	Average 3.42 X
	poor		average		excellent	

2. Did the workshop fulfill your needs?

	1	2 1	3 4 x	4 8	5	Average 3.54 X
	poor		average		excellent	

3. Was the variety of the presentations sufficient to maintain your interest?

	1	2	3 3	4 5 x	5 5	Average 4.15 X
	poor		average		excellent	

4. How would you rate the level of the content of the workshop?

	1	2 1	3 9	4 3	5	Average 3 X
	too elementary		about right		too advanced	

5. How would you rate the treatment of the subject matter?

	1	2 2	3 9	4 2	5	Average 3 X
	shallow		about right		overly detailed	

6. The ideas and activities presented were

	1	2 1	3 8 x	4 1	5 2	Average 3.42 X
	not helpful		helpful		very helpful	

7. What do you see as the next step(s) for you and/or your school system resulting from this workshop?

Disseminate information to staffs. Establish a local linker. Alert media specialist about Project LIFE. Expect materials and information from MSDE to locals about the project.

8. What would you like for the staff of PROJECT LIFE to do as a follow-up to this workshop?

Produce a newsletter, visit locals and begin inservice training. Visit our professional library and see what's being done to improve information services. Inform Superintendent, Assistant Superintendent, and Director about the project. Produce an information brochure.

3. Additional comments:

Handouts were of great value! Explanation of how project LIFE will work was clear. We need to know what is firm and what is flexible.

9. Please select a date for the next in-service activity:

Oct. 2	2	9 1	(Tues.)
3	3	10	(Wed.)
4		11	(Thurs.)

3 - any date

Maryland State Department of Education

Division of Library Development and Services

Project LIFE: Librarians as Linkers
April 24, 1979

Colony 7 Motor Inn
Baltimore-Washington Parkway & Rt. 32
Annapolis Junction, Maryland 20701
Telephone: 301-725-5100

9:00	Overview Elsie A. Leonard, Project Director
9:30	Preparing to Handle Information Requests Elsie A. Leonard
10:30	Coffee Break
10:45	Search Services and Products Ira Stancil, Information Searcher
11:15	Review of Selected Resources
12:00	Lunch
1:00	Information Packets: Creation and Dissemination Bonnie J. Stoner, Information Assistant
1:45	Introducing Change Jane Roberts, Field Specialist Dissemination Division Research for Better Schools, Inc. Philadelphia, Pennsylvania
2:30	Wrap-up

(please note)
MSDE personnel ___
LEA personnel 9
Other ___
Total 9

Workshop Evaluation Form
PROJECT LIFE
April 21, 1979

[illegible] your reaction.

1. How would you rate pre-workshop information?

1	2	3	4	5	
		4	4	1	
poor		average		excellent	Average 3.66 X

2. Did the workshop fulfill your needs?

1	2	3	4	5	
	2	1	3	3	
poor		average		excellent	Average 3.77 X

3. Was the variety of the presentations sufficient to maintain your interest?

1	2	3	4	5	
	3	3		3	
poor		average		excellent	Average 3.33 X

4. How would you rate the level of the content of the workshop?

1	2	3	4	5	
1	1	4	3		
too elementary		about right		too advanced	Average 3.0 X

5. How would you rate the treatment of the subject matter?

1	2	3	4	5	
	1	2	4	2	
shallow		about right		overly detailed	Average 3.77 X

6. The ideas and activities presented were

1	2	3	4	5	
		6	1	2	
not helpful		helpful		very helpful	Average 3.55 X

7. What do you see as the next step(s) for you and/or your school system resulting from this workshop?

Conducting inservice meeting for all of our library media specialist.

Develop an article for our county wide newsletter which is distributed to all.

Make teachers aware of project services through media specialist in every school.

Need an extremely concrete experience to be walked through from beginning to end.

Meeting with Superintendent to discuss the project, orientation of key actors and support personnel sharing information with staff.

(over)

9. Additional comments:

A.M. moved slow/Develop some visuals as handouts/Have sample forms available.

10. In an attempt to establish a date for the second in-service activity (tentatively titled Librarians as Linkers), please select one of the following dates:

April 10 1
18 2
24 5

Suggested Topics: Practical examples - Who does what? Limitations. Two-way communication system between LEA and Project LIFE staff.

Suggested Speakers:

LIFE staff

Suggested Activities:

1) Small group decide on topic. Follow through.
2) Discussion and actual samples, handouts, and simulation activities.
3) Development of sample model to meet the implementation needs of a smaller county utilizing Project LIFE.

Workshop Agenda/November 19, 1979

I. Project LIFE/Dissemination

A. Purpose

B. Role of the linker

C. Benefits

II. ERIC Thesaurus

A. Purpose

1. organization
2. negotiation tool

B. Limitations

III. Forms

A. Search negotiation

1. purpose and process
2. utilization
   a) explaination of areas of inquiry
   b) stating the problem precisely
   c) selecting appropriate descriptor from the Thesaurus

B. Materials request

1. purpose and process
2. utilization

C. Evaluation

1. purpose and process
2. utilization

Dorchester County Presentation (other counties represented include Caroline, Wicomico, Worcester).

***Agenda also addressed

Project implementation/alternatives
Project LIFE resources
Accessing Project LIFE

***See additional attachments

6 attended (including four linkers & two library media supervisors)

Representing: Caroline Co.
Dorchester Co.
Wicomico Co.
Worcester Co.

Workshop Evaluation Form
PROJECT LIFE
November 19, 1979

For each question please specify the number on the continuum that indicates your reaction.

1. How would you rate the workshop?

1	2	3	4	x 5	Average 4.
poor		average		excellent	

2. Did the workshop fulfill your needs?

1	2	3	4	x 5	Average 4.
poor		average		excellent	

3. Was the agenda of sufficient variety to maintain your interest?

1	2	3	4 x	5	Average 4.
poor		average		excellent	

4. How would you rate the level of the content of the workshop?

1	2	x 3	4	5	Average 3.
too elementary		about right		too advanced	

5. How would you rate the treatment of the subject matter?

1	2	3	4	5	Average 3.
shallow		about right		overly detailed	

6. The ideas and activities presented were

1	2	3	4 x	5	Average 4.
not helpful		helpful		very helpful	

7. What do you see as the next step(s) for you and/or your school system resulting from this workshop?

Further training of county linker. Relating information to all media specialist. Making teachers aware so they can use system. Implement program, keeping track of any difficulties. Inservice with school level people--advertising services. Setting up central file of search material received in county.

8. Additional comments:

Very helpful and supportive.

SURVEY OF PARTICIPANTS
November 19th Workshop/Project LIFE
(Six attended representing four counties)

This quiz will test your familiarity of some of the terms and abbreviations frequently used in the retrieval and dissemination of educational information. Using the following key, select the appropriate letter and place it in the ____ in front of the number for each term or abbreviation.

A - I know nothing about this — r = approx. 21%
B - I have a general idea of this — r = approx. 30%
C - This one--I know! — r = approx. 49%

3 r A
3 r C 1. MF

3 r B
3 r C 2. Resources in Education

1 r B
5 r C 3. Descriptors

2 r B
4 r C 4. Negotiation

3 r B
3 r C 5. CIJE

1 r A
3 r B
2 r C 6. EDRS

1 r A
5 r C 7. ED Number (six digits)

5 r B
1 r C 8. Major Descriptors

5 r B
1 r C 9. Minor Descriptors

4 r A
2 r C 10. HC

1 r A
1 r B 11. Retrieval
1 r C

1 r A
5 r C 12. Abstracts

1 r B
5 r C 13. Microfiche

2 r B
4 r C 14. Thesaurus of ERIC Descriptors

3 r B
3 r C 15. Current Index to Journals in Education

6 r A 16. Dialog/Lockheed

1 r B
5 r C 17. ERIC

1 r A
3 r B 18. RIE
2 r C

2 r A
4 r C 19. Educational Programs that Wor

1 r A
2 r B 20. Reader
3 r C

2 r B
4 r C 21. Project LIFE

2 r A
3 r B 22. National Diffusion Network (N
1 r C

2 r A
4 r B 23. Clearinghouse

1 r A
5 r C 24. EJ Number (six digits)

1 r A
3 r B 25. SN, UF, NT, BT, or RT
2 r C

6 r A 26. Oryx Press

r = responses
effective November 1

Project LIFE - Linking Agents: Tools & Techniques

January 16-17, 1980

Brethren Service Center - New Windsor, Maryland

Purposes of this workshop

The participants will:

1. Identify the key functions of an information service center and relate those functions to Project LIFE activities.
2. Explain the role of the linking agent and demonstrate specific skills necessary for performance in this role.
3. Identify and use Project LIFE resources and products.
4. Design an appropriate training activity for assisting their clients in using Project LIFE's services.

Agenda

Wednesday, January 16

8:45 - 9:30	Registration/Coffee
9:30 - 9:40	Introduction and Welcome Paula K. Montgomery
9:40 - 10:35	Project LIFE: A Review Elsie A. Leonard
10:35 - 11:45	Project LIFE: Clarification for Local Implementation Group Discussions
11:05 - 11:15	BREAK
11:45 - 12:30	Audience/Facilitators Interaction
12:30 - 1:45	Lunch

1:45 - 2:45	Roles and Responsibilities of Linking Agent Jane Roberts, Research for Better Schools Cheryl Chase, National Institute of Education, States Dissemination Grants Program
2:45 - 4:15	Accessing Project LIFE: Process/Products G. Ira Stancil Bonnie J. Stoner
3:30 - 3:45	BREAK
4:15 - 5:00	Resource Table/Online Equipment Questions and Answers Project LIFE Staff
5:00 - 6:30	Dinner
6:30 - 6:55	Concurrent Sessions A. Libraries: Interlibrary Loan and Copyright Law Becky Cawley, Field Consultant Nancy Quade, AV Consultant Enoch Pratt Free Library B. Thesaurus Utilization and Computer Logic G. Ira Stancil C. File Building for the Future David Squires, Research for Better Schools
7:00 - 7:25	Concurrent Sessions Repeated
	BREAK
7:35 - 8:35	Critiquing of Project LIFE Policy Handbook Guide LEA/SDE Work Session
7:35 - 8:35	SDE Advisory Committee Meeting Elsie A. Leonard
8:35 - 9:00	End of First Day Wrap-up

Thursday, January 17

7:30 - 8:00	Breakfast
8:30 - 9:30	Introduction to Implementation Design Elsie Lawson
9:30 - 11:15	LEA Group Working Sessions
10:15 - 10:30	BREAK
11:15 - 11:40	Audience/Facilitator Interaction
11:40 - 12:30	Wrap-up/Workshop Evaluation
12:30 - 1:30	Lunch
	Adjournment

Evaluation Summary
effective 1/18/83

Linking Agents: Tools & Techniques
Workshop Evaluation
January 16-17, 1981

[illegible]	[illegible]
[illegible]	1
[illegible]	2
No response	1
Total	10

(r = response)

1. Did the workshop fulfill your needs?

1	2	3	4	5
poor		average		excellent
		1r	6r	12r

Average = 4.58

2. Was the agenda of sufficient variety to maintain your interest?

1	2	3	4	5
poor		average		excellent
		1r	8r	10r

Average = 4.47

3. How would you rate the level of content of the workshop?

1	2	3	4	5
too elementary		about right		too advanced
		18r	1r	

Average = 3.05

4. How would you rate the treatment of the subject matter?

1	2	3	4	5
shallow		about right		overly detailed
		17r	1r	

Average = 3.06

5. What did you perceive as the primary objectives of the workshop?

Clarification of role of linkers, strengthening skills of linkers, strategies for implementing Project LIFE, training linkers to train staff, provide common base of information about Project LIFE, resources available and how to negotiate for them.

6. Which parts or sessions did you like best? Why?

Thesaurus explanation (3), group activities (4), online searching (5), training activity plans (2), all were beneficial (2), role playing (2), roles/responsibilities of a linking agent, process/products presentation, Thursday morning session, overview with transparencies, concurrent sessions (B & C).

7. Which parts or activities did you like least? Why?

File building (2), group activities on roles and tasks (2), repetition of what a linker does, too long first day, breaking into groups, Enoch Pratt Free Library - no content.

8. As a follow-up, I would like more information concerning the following:

Training of other media specialist to start negotiations, training of linkers, the negotiating for materials, availability of slide-tape, news of other LEA activities, when LIFELINES will be available, free materials available to LEA's.

9. Additional comments, questions, or suggestions.

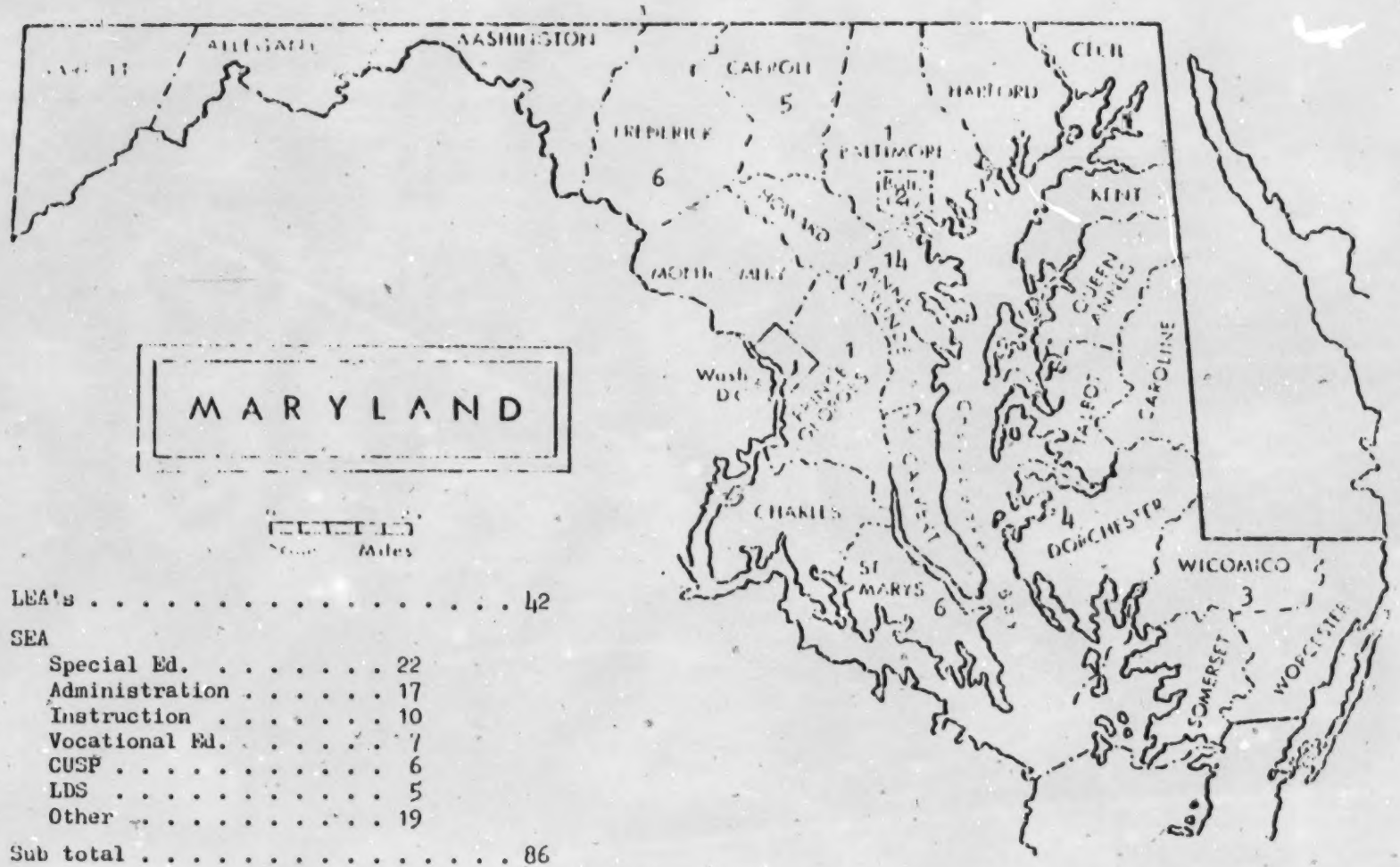
Well organized and informative, excellent workshop - well-planned, interesting, informative, fantastic, Project LIFE is terrific!! It works. Very well planned, facilities excellent.

Appendix B

Information Requests Totals

INFORMATION REQUESTS/TOTALS

(From Mid June - October, 1979)



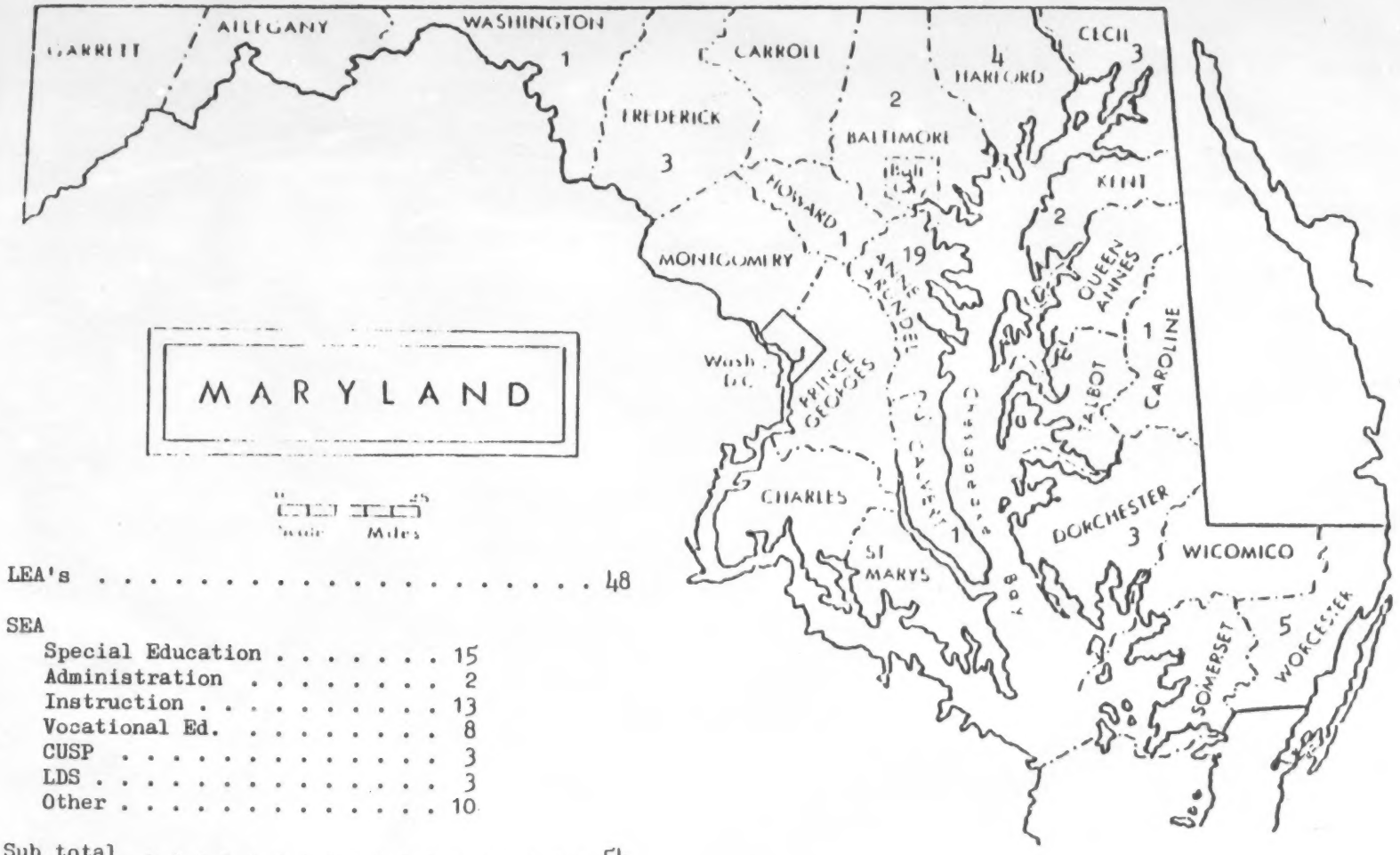
LEA's	42
SEA	
Special Ed.	22
Administration	17
Instruction	10
Vocational Ed.	7
CUSP	6
LDS	5
Other	19
Sub total	86
Other (including higher Ed. and non public schools)	17
Total	145

*9 of 24 LEA's have requested Project LIFE services as of 10/31/79

Effective 11/01/79

INFORMATION REQUESTS/TOTALS

(November 1, 1979 - January 15, 1980)



LEA's	48
SEA	
Special Education	15
Administration	2
Instruction	13
Vocational Ed.	8
CUSP	3
LDS	3
Other	10
Sub total	54
Other	7
Total	109

Effective 1/22/80

INFORMATION REQUESTS/TOTALS

(June 15, 1979 - January 15, 1980)

LEA's	90
SEA	
Special Education	37
Administration	19
Instruction	23
Vocational Ed.	15
CUSP	9
LDS	8
Other	29
Sub total	140
Other (including RBS, higher ed. and non public schools)	24
Total	254

*17 of 24 LEA's have requested Project LIFE servicer as of 1/15/80

Effective 1/22/80

Appendix C

Evaluation Summaries

Stats from June 15, 1979 to October 15, 1979
Search Total = 120
Evaluation = 70%
MARYLAND STATE DEPARTMENT OF EDUCATION
State Media Services Center-Project LIFE

Search#

SEARCH EVALUATION FORM

Effective 10/22/79

NAME OF CLIENT	NAME OF LEA LIBRARY/COUNTY
NAME OF SCHOOL/INSTITUTION AND ADDRESS	

DATE REQUESTED	DATE RECEIVED	NAME OF INDIVIDUAL NEGOTIATING SEARCH
SEARCH TITLE		

INSTRUCTIONS: Check only one alternative for each question below. Please return the completed form to the above address at your earliest convenience.

1. YOU ARE: 1 ☐ first time user 55% 2 ☐ repeat user 45%

2. THE SEARCH ARRIVED: 1 ☐ earlier than expected 62% 2 ☐ on time for your purposes 38%
3 ☐ late but still useful 4 ☐ too late

3. THE SEARCH RESPONSE WAS: 1 ☐ appropriate 96% 2 ☐ inappropriate 3 ☐ too narrow 2%
4 ☐ too broad 2%

Explain:

4. FROM THE SEARCH BIBLIOGRAPHY YOU INTEND TO REQUEST:
1 ☐ documents on microfiche 70% 2 ☐ documents in hardcopy 16%
3 ☐ journal article(s) 59% 4 ☐ no material 14%

5. THE PROBLEM(S) YOU HAD IN USING THIS SEARCH SERVICE WAS/WERE:
1 ☐ no problem 74% 2 ☐ explaining and clarifying the topic 14%
3 ☐ understanding the search printout 4 ☐ locating the documents/articles cited in the printout 10%
5 ☐ other 2% _____

6. IF THIS SERVICE WERE NOT AVAILABLE, HOW MUCH OF THE SEARCHING WOULD YOU HAVE DONE?
1 ☐ all 36% 2 ☐ most 23% 3 ☐ some 39% 4 ☐ none 2%

7. COMPARED TO THE SEARCH RECEIVED FROM PROJECT LIFE, YOUR OWN SEARCH FOR THIS INFORMATION WOULD HAVE BEEN:
1 ☐ better 2% 2 ☐ equal 5% 3 ☐ not as complete 93%

8. AFTER RECEIVING THE PROJECT LIFE MATERIAL, HOW WILL IT ACTUALLY BE USED?
1 ☐ classroom improvement 7% 2 ☐ research 43%
3 ☐ curriculum design 29% 4 ☐ administrative decisions 45%
5 ☐ other 17%, includes inservice, workshops, program development, program design, presentations, staff development, etc.

9. WHAT GENERAL COMMENTS, CRITICISMS, SUGGESTIONS, ETC. CAN YOU OFFER ABOUT THIS SERVICE?
Comprehensive and thorough. Time saving and helpful. Excellent service. The search was appropriate but the topic has not been widely researched. Service was quick, competent and time saving. In general, I was pleased with the response. Will be back for more. Overwhelmed!

Stats from October 16, 1979 to January 15, 1980
Searches = 134, Search Total to Date = 254
Evaluations = 66.56%
(64 of 96 responding)

MARYLAND STATE DEPARTMENT OF EDUCATION
State Media Services Center-Project LIFE

Search#

SEARCH EVALUATION FORM Information Effective 1/22/80

NAME OF CLIENT	NAME OF LEA LIBRARY/COUNTY
NAME OF SCHOOL/INSTITUTION AND ADDRESS	

DATE REQUESTED	DATE RECEIVED	NAME OF INDIVIDUAL NEGOTIATING SEARCH
SEARCH TITLE		

INSTRUCTIONS: Check only one alternative for each question below. Please return the completed form to the above address at your earliest convenience.

1. YOU ARE: 1 ☐ first time user 68.64% 2 ☐ repeat user 31.20%

2. THE SEARCH ARRIVED: 1 ☐ earlier than expected 48.36% 2 ☐ on time for your purposes 49.92%
3 ☐ late but still useful 4 ☐ too late 1.56% (LEA)

3. THE SEARCH RESPONSE WAS: 1 ☐ appropriate 79.56% 2 ☐ inappropriate 1.56% (LEA) 3 ☐ too narrow 4.68% (LEA)
4 ☐ too broad 7.80% (LEA)
Explain:
no response = 9.36%

4. FROM THE SEARCH BIBLIOGRAPHY YOU INTEND TO REQUEST:
1 ☐ documents on microfiche 56.16% 2 ☐ documents in hardcopy 18.72%
3 ☐ journal article(s) 59.28% 4 ☐ no material 14.04%
no response = 4.68%

5. THE PROBLEM(S) YOU HAD IN USING THIS SEARCH SERVICE WAS/WERE:
1 ☐ no problem 23.32 2 ☐ explaining and clarifying the topic 12.48% (7.8% LEA)
3 ☐ understanding the search printout 4 ☐ locating the documents/articles cited in the printout 9.36%
5 ☐ other 3.12% outdated (SDE)

6. IF THIS SERVICE WERE NOT AVAILABLE, HOW MUCH OF THE SEARCHING WOULD YOU HAVE DONE?
1 ☐ all 20.28% 2 ☐ most 37.4% 3 ☐ some 37.4% 4 ☐ none 3.12%
no response = 1.56%

7. COMPARED TO THE SEARCH RECEIVED FROM PROJECT LIFE, YOUR OWN SEARCH FOR THIS INFORMATION WOULD HAVE BEEN:
1 ☐ better 1.56% (LEA) 2 ☐ equal 4.68% (LEA) 3 ☐ not as complete 92.04%
no response = 1.56%

8. AFTER RECEIVING THE PROJECT LIFE MATERIAL, HOW WILL IT ACTUALLY BE USED?
1 ☐ classroom improvement 21.84% 2 ☐ research 37.44%
3 ☐ curriculum design 21.84% 4 ☐ administrative decisions 42.12%
5 ☐ other 15.60% Planning, term paper, committee report, implement several projects, training symposium for a publication, workshop background information, reading standards committee, inservice project design.

9. WHAT GENERAL COMMENTS, CRITICISMS, SUGGESTIONS, ETC. CAN YOU OFFER ABOUT THIS SERVICE?
Excellent, competent, helpful, invaluable. It was great. Information was appropriate and covered a specific area that was requested. Please continue this great service. Excellent service! Relatively unknown in LEA's. Not as specific as I needed. Efforts are most commendable. Inadequate, probably failed to explain topic. None, service is comprehensive and useful. Great! Very pleased except journal articles unavailable at State Media Services Center are difficult to get through interlibrary loan. Excellent resources. Service is very good. Terrific and thanks for the boost. Excellent response time.

Appendix D

Topical Listing of Information Requests
November-January 15, 1980

Topical Listing

Secondary Social Studies Curriculum
Intervention Programs for Students with Learning Disabilities
Competency Based Kindergarten Education
Dropout Prevention in Secondary Schools
Competencies for Vocational Administrators
Standards for Writing
Revision in Grading and Reporting Policy
Evaluation of Academic Achievement or the Gifted and Talented
Instruments or Screening Preschool Children
Library Skills
Characteristics of Effective Teachers
Reading Improvement
Educational Trends and Job Placement of the Handicapped
Philosophy of Educational Change
Cognitive Development of Children in Relation to Television
Counseling Women
Curriculum Guides or Multi-Cultural Education
Drug Education Program, An Evaluation of
Inservice Training for School Based Administrators
Research in the Teaching of Foreign Languages, Grades
Bibliography on Math Labs
Time Allocations on Various Subjects in Elementary Schools
Microcomputers and Minicomputers
Design/Development of Media Handbooks
Psychological and Physiological Effects on Environmental Factors
Observational Methodology as Used in Teacher Effectiveness
Teacher Variables Influencing Attending Behavior of Students
Organizing the Mathematics Curriculum
Staffing Models and Trends in Staffing
Benefits of School Integration for Caucasians
Early Identification of the Gifted
Training Materials for Linking Agents
Basic Skills and Performance Based Education
Characteristics of Teachers of the Gifted
Trends in Early Childhood Education Programs
Nutrition Instruction at the Secondary Level
Grade Repetition, A Retrospective Look
Levels of Questioning for High/Low Learners
Libraries in the 80's
Early Intervention Programs for Handicapped
Infant Screening
Competencies for Media Specialists
State of the Art of Program Evaluation
Creativity and the Elementary School Student